CHAPTER 1

INTRODUCTION

1.1 Background

Indonesia is an archipelago nation full of remarkable diversity encompassing over 300 ethnic groups. Amidst the influence of globalization and the country's involvement in the World Trade Organization, foreign expatriates are expected to work in Indonesia. The data from the Ministry of Manpower (Kemnaker) shows around 168.000 foreign workers (TKA) in Indonesia throughout 2023. The number increased by 50.66% compared to 2022 which was 111.000 people. A study by Ikatan Sarjana Komunikasi Indonesia titled *Negotiating the Cultural Values in Indonesia Mixed Nationality Marriage towards Society 5.0* by Ulani Yunus etc. (2022) highlights how expatriates employed in Indonesia are married to Indonesian citizens where the aspect of demographic shifts and globalization have contributed in the shaping of family forms that results in the growing numbers of mixed families. Mixed families themselves consist of intermarriage couples that involve spouses of different nationalities, race, ethnicity, religions, and language which results in having biracial children (Wright, 2017).

Herring (1995) defined biracial adolescents as mixed-race individuals whose parents came from two distinct racial backgrounds in which they face unique experiences from their environment as they reconcile their dual heritage and societal perceptions of them. Biracial adolescent represents a reflection of diverse cultures, values, and traditions. With this in mind, the ability of biracial

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adolescents in communicating can be complex emphasizing on different communication skills, psychological adjustment, behavioural flexibility, and cultural awareness. Biracial adolescents can also be referred as those who born to parents who identify with different racial groups where they incorporate both racial identities into their self-concept (Rockquemore & Brunsma, 2002). Social interactions become important for biracial adolescents where they can explore ways to process dealing with differences, discovering similarities, and adapting to stereotypes and prejudice within their environment.

Figure 1. 1 KQED Asked About Your Experiences Growing Up Mixed Race.

"I never saw myself reflected in the world: this is something mixed race people know. To never read a children's book written for someone like you. To never see yourself in any school material. To never watch a film with actors who look like you."
"I never saw myself reflected in the collective reality. As a mixed-race Korean and Italian, I learned to trust and represent my own experience."
"The love mixed-race people have for our parents and extended families inspires and often requires multiple understandings. We carry them with us throughout our lives."

Above is the story of Maria Allocco who is Korean and Italian mixed from the article titled "KQED Asked About Your Experiences Growing Up

Mixed Race. Here's What You Told Us". Maria who is mixed often feels unrepresented and different within her society due to her diverse cultural backgrounds. Biracial adolescents dynamics deals with how individuals connect with one another based on their differences, fostering interactions between people of diverse racial and cultural backgrounds. They deal with integrating multiple cultural frameworks while balancing norms, values, and practices of their diverse heritages (Renn, 2004). The most prominent dynamic of biracial adolescents is that they are able to accommodate and adapt well in two different cultural contexts because of their bicultural competence (LaFromboise, Coleman, & Gerton, 1993).

The American Academy of Children and Adolescent Psychiatry described two common dynamics biracial adolescents have. According to them, the majority of biracial adolescents perceive multiple races and cultures as enriching and rewarding that can contributes to a healthy adjustment. Meanwhile, there are some biracial children who may feel uncomfortable and uncertain with themselves due to their diverse heritages. These two conditions can occur depending on the experiences of biracial individuals face in their environment. As mentioned before, biracial adolescents go through phases of exploration on how to define and identify themselves based on their social interactions with others who may challenge their identity or pressure them to 'choose' one race over the other (Herman, 2004).

"From a very young age, I learned to try to blend in because we always stuck out. I was also very resentful of my Indian heritage because it made me feel so 'other' rather than making me feel like I belonged. It's exhausting to

explain how I exist whenever people ask, 'what are you?'. I feel conflicted because refusing to engage only prompts more questions."

"As a mixed kid, you can always feel the stares. Eyes would travel from me to my mom, to my dad, and then back down to me when I'd walk alongside my mom and dad. To this day, 'What are you?' remains the most popular question I receive from strangers and acquaintances alike."

"...stepping into the outside world and being told by extended family, strangers, and media where you do and don't belong. You get microaggressions, subliminal hints, or even overt comments. Even when people mean no harm, it still makes you feel some type of way."

The interviews above show the main challenges of biracial adolescents where they often face the question of 'what are you?'. Constantly being asked that question makes biracial adolescents feel like they don't belong anywhere which leads to the lack in sense of belonging. Being biracial, adolescents may experience discrimination and microaggressions linked to their mixed racial and ethnic identity (Johnston & Nadal, 2010). Acts of aggression vary, ranging from invalidating someone's racial identity, exclusion and isolation, to objectification, bullying, and discrimination (Johnston & Nadal, 2010). In the context of biracial adolescents, they mostly face these challenges from school. According to the 2019 data from the National Center for Educational Statistics, around 20.2% of students reported being bullied at school, with common reasons including physical appearance, race or ethnicity, gender, disability, religion, and sexual orientation. Bullying against biracial adolescents usually starts with avoidance from their peer groups to verbal discrimination by throwing racial slurs. This form of aggression and the lack of peer acceptance may effect negatively towards biracial children's self-esteem and identity development as they feel socially excluded. Moreover, pressure from aggressions can lead biracial children to suppress their true selves and adopt behaviour which do not align with their authentic self.

"My *mother is from the Philippines and my father was a white American. It wasn't easy growing up. I never fully felt like I belonged to my white side. My grandma also favoured my full-white cousins and used racial slurs. Some of them would even make racist jokes like 'Does your mom's family eat dogs?' It was hard.*"

Above is another story told by an anonymous biracial individual from an interview conducted by Buzz Feed staff, Victoria Vouloumanos on how it's like growing up in multiracial households. This person shared their experience when facing racial-based bullying from their White side of the family as Asian-White mixed. They were called with racial slurs and have to put up with racist jokes like Asians are dog-eater stereotype. The person felt that it was hard growing up in said environment especially after their father who usually defended them passed away. They told Buzz Feed how it wasn't easy for them to face that situation alone and that their dad never put up with any of that when he was alive. From this interview, it shows how biracial adolescents also face internal conflict that can exacerbate towards the feelings of isolation and confusion in their own household. A deep sense of rejection and worthlessness can have a major impact in adolescents' mental health and social relationships with others.

"*Back in year 9 I started to experience a lot of racism from classmates. Getting phone calls calling abusive names and being told to go back 'home'. As a young mixed race person living in a white area, that took a lot of damage on my mental state.*"

A young person speaks up against racial bullying that is reported in BBC section of Children in Need program. This young person shared how they missed classes out of fear of what others might say, and they struggled with sleeplessness. They began isolating themselves, locking themselves away, as feelings of worthlessness and doubt took hold. This experience led them to

believe everyone hated them because of their skin colour. They formed a pattern of self-isolation by locking themselves away due the feeling of worthlessness and doubt. From this experience, they made an assumption of how everyone might hate them for the colour of their skin. Research on this experience has shown that biracial adolescents may withdraw from social interactions that can lead to social isolation as a way for them to protect themselves from being ostracize by their surroundings. These repeated experiences of racial based bullying may cause biracial adolescents to become wary of their relationships with others that leads to further intense feelings of loneliness and have fear of starting a friendship with someone.

"My earliest memories of school were happy ones. When I was 10, my parents sent me to boarding school in Kenya, where they're originally from. They thought it would be valuable for me to experience my own culture, and they were totally right. Although I enjoyed Kenya, I was excited to come home when I was 13 and start at a local private school. The first few days went by without an issue and I even spoke to a few girls in my class. But, on the third day, things started to change. I noticed some girls pointing and laughing at me. I tried to ignore it, but later one approached me with an evil grin. She asked me about living in Kenya. Naturally, I thought she was just interested to hear about my culture. Instead she called me that disgusting word that has been used by ignorant and evil people for years (re: the 'n-word'). She told me that people like me didn't belong in the school. I felt sick to my stomach. I had never experienced racism on such explicit level."

Reported from themix.org.uk (2021), a girl named Andrea experienced severe racist bullying like the story told above. In facing racial based bullying, Andrea had to skip school to avoid encountering her bullies. The bullying started off with the usage of verbal abuse such as calling her as 'jungle girl' and 'shadow'. It got worst to the point that her classmates throw milk at her during lunchtime. These aggressive behaviours makes Andrea bunked school that

made her grades plummeted because she didn't feel safe at the aggressive environment she was in. Communicating about her experienced in racial based bullying felt hard as she thought she deserved the bullying. It took a lot of time until she felt that she was ready to opened up to her parents and teachers at school. When she finally spoke about her experiences, she was reassured that racist slurs are completely unacceptable and ignorant. Teachers at her school took out measures in action of incorporating diversity workshops into the school curriculum. The school board responded by suspending the bullies and calling in their parents for meetings

"We are mixed race, we've got curly hair, they always try to pull his hair because it is different. My son got called racial slurs, 'monkey hair'. He got told that he needs to go back to his country. My son's trousers were pulled, and exposed in the playground to everyone when he refused to fight with them."

A recent story dated back to February 2024 shows a distress mother over her son's condition in school due to the racial based bullying he faced. Denise, the boy's mother, told BBC Radio Northampton that her son endured various forms of abuse from other students. She mentioned that the bullying escalated to the point where she had to take him to the hospital after he was pushed backward and hit his head on concrete. She was furious when she found that the school boards didn't report back to her when her son told the experience he got from his bullies. Ultimately, she made the major decision to move out of the country because her son's school, Montsaye Academy, did nothing to prevent the abuse. Due to this, an inspection report shows that school was rated as inadequate for not dealing with the racial based bullying case thoroughly.

The phenomenon of racial based bullying tells that the act of aggression can take a toll on everyone's well-being, not just the victim but everyone around them as well. Individuals especially adolescents may refuse to open up because they may feel a sense of rejection from everyone. Not only that, the feeling of intense pressure can lead them to a severe case of anxiety that may lead to the showing symptoms of depression. Communicating as biracial individuals can be challenging since they have to flexible and adapt well in every situation, especially in a homogenous settings.

Biracial individuals may face different kinds of outcomes in trying to open up themselves to the world for them to engage in social interactions. First, biracial individuals face positive outcomes from their surroundings where inclusivity play a major role in the interactions. The complexity of biracial adolescents needs an accepting environment for them to be comfortable in expressing themselves and be who they truly are. In addition, positive outcomes may results in biracial adolescents having meaningful friendships without facing discrimination or exclusion. On the other hand, negative outcome is where biracial adolescents face aggressions from their surroundings which can results in them self-isolating themselves. This behaviour may also results in biracial adolescents lacking in self-esteem and conform to the majority of the group. Thus, it's important to address negatives issues such as racial based bullying and ensure that biracial adolescents have a safe and inclusive environment for their healthy development and well-being.

Interaction can happen in any settings, even on a negative setting such as racial based bullying. When bullying occurs, there is interaction between the

victim and the bully where it creates a meaning of communication. The ongoing interaction and the interpretation of communication are influenced by how the victim responds to it, leading to variations in meaning. This is crucial to explore because it sheds light on the process through which meaning and actions are constructed during bullying interactions. The meanings derived from these interactions shape subsequent actions, and these actions, in turn, influence the meaning. By examining the communication in bullying interactions across different levels, this study aims to deepen the understanding of the bullying experiences of biracial adolescents, specifically at the level of interpersonal communication.

Therefore, this research will focus on analyzing the meaning of racial based bullying messages as experienced by biracial adolescent. Thus, this study will be entitled, "Understanding the Meaning of Racial-Based Bullying Messages of Biracial Adolescents".

1.2 Problem Formulation

The complexity and abstractness nature of biracial adolescent in communicating with their surroundings can be seen as an interesting aspect of their sense of self. In the context of social interactions, biracial adolescent may often have the need to assert their identity by explaining or defending their duality (Khanna, 2011). The perspective of social interactions show how individuals in and out groups can be significant for biracial adolescent to communicate their diversity as people in their environment can either validate or invalidate them which may affect their overall sense of belonging (Renn,

2004). Adolescent may perceive their diversity as highly salient if they grow up in an environment where supportive friendships with peers who understand and accept them as a whole can reinforce a positive self-concept (Rollins & Hunter, 2013). Being accepted by peer groups can positively boost their self-esteem and identity formation (Phinney & Alipuria, 1996).

Compared to monoracial adolescent, there are conditions where biracial adolescent are ashamed of who they are because they are biracial. Some also choose to avoid learning and acknowledging their biracial self, growing up because they're in an environment where peers are not accepting towards their diverse cultural backgrounds. Facing negative peer interactions like bullying or microaggressions in school may also negatively impact children's self-esteem in communicating their identity as they become afraid to be who they truly are. Bullying usually starts within a particular environment we're closely related with like school, home, or even workplace. Bullying can be defined as an act of aggression that focusing in causing distress to someone mentally and physically.

The act of bullying can be in a form of verbal and nonverbal aggressive behaviours like physically hitting or pushing a person, name-calling, threatening someone, spreading rumours, excluding someone due to their race, cyberbullying, and many more (Smith, 1994). The psychological impact of bullying can impact the victims in a bad way where they often suffer from anxiety, depression, and a sense of isolation. Bullying can have a long-term effect on someone where they usually have difficulty in forming and maintaining relationships, low self-esteem, increased aggression, and antisocial behaviour later in life (O'Moore, 2004). Furthermore, negative peer interactions

may pressure biracial children to conform to a specific racial norms or questioning their racial authenticity (Townsend, Markus, & Bergseiker, 2009).

Aggressive behaviour such as bullying can be found in our everyday life where it can happen to anyone like our friends, partner, colleagues, and many more. A report from UNESCO in 2019 showed that bullying, including racial and ethnic bullying, have an impact towards 246 million children and adolescents worldwide every year. The report highlighted how students with minority racial and ethnic backgrounds were at higher risk in getting bullied. In United States, The National Center for Education Statistics showed around 25% students of age 12-18 years old experienced bullying and among these, 23% were bullied because of their diverse race, ethnicity, and national origins. In addition, Public Health Agency of Canada reported around 15% of students from visible minority groups especially those of African Asian, and Indigenous descent experienced bullying in 2018. Lastly, a 2018 survey by the Indonesian Child Protection Commission (KPAI) revealed that 84% of students reported having witnessed bullying that linked to racial or ethnic differences which targeting students from minority groups like Papuans or students with Chinese descent.

The nature of bullying itself is destructing to both the bully and the victim of the bullying but more on the victims themselves. Bullying have a huge impact on the well-being and social adjustment of the victims where they will experience ongoing trauma. Like mentioned before, victims of bullying can experience the feeling of distress, anxiety, lack of self-confidence and many more. From these exact reasons, and in the context of this research, the

researcher want to observe and discuss the interaction and meaning of communication exist in such negative setting where meaning and action have an connection and can effect one another. The interaction and meaning of the communication that is created will certainly be different depending on how the victims of bullying which are biracial adolescents respond to the racial based bullying messages they receive. From the depiction of the dynamics of both biracial adolescents and the phenomenon of racial based bullying, it is fascinating to see the various meaning of communication in the settings of bullying according to the predetermined levels. Therefore, the problem that the researcher want to study is how biracial adolescents interpret the racial-based bullying messages they received in the context of interpersonal and intercultural communication.

1.3 Research Objectives

This research aims to:

a. Understand the process of interpreting messages from the phenomenon of racial-based bullying, both verbally and nonverbally, experienced by biracial adolescents.

1.4 Research Significances

1.4.1 Theoretical Significances

This research aims to make a valuable contribution to communication studies by exploring theories related to how meaning is constructed,

specifically in the context of racial-based bullying experienced by biracial adolescents, using the Coordinated Management of Meaning Theory

1.4.2 Practical Significances

This research can serve as an additional references for understanding how biracial adolescents interpret messages from the phenomenon of racial-based bullying.

1.4.3 Social Significances

The goal of this research is to provide the community and readers with a deeper understanding of the verbal and nonverbal forms of racial-based bullying experienced by biracial adolescents

1.5 Theoretical Framework

1.5.1 Research Paradigm

Guba (2013) described paradigm as a set of beliefs that works to guide action to understand the world. This research uses an interpretive paradigm. The Interpretation process deals with reflecting assessment of the reconstructed impressions of the world by facilitating the construction of action processes in a general context. Interpretive paradigm is the framework that looks at the social life-world from the scope of culturally derived and historically situated interpretations (Crotty, 1998). This paradigm highlights how being interpretive means to accentuate the importance of meaning-making as well as to explore the complex nature of human experience (Pfeifer, 2000).

One of the goals in interpretive research is to understand and describe humans communication and behaviour in a constructed social world. The

exploration of social situations can be subjective seeing from how people making sense of the world or reality as well as how they assign meanings to it as it becomes important to also understand other perspectives towards a certain context. This paradigm values how individuals emphasize on the production of meaning in their everyday life. Thus, interpretive paradigm can be used to understand the phenomenon of racial identity based aggression of biracial adolescents in communicating their identity and applying coping strategies as victim of bullying.

1.5.2 State of The Art

a. **MIXEDconceptions: An Analysis of Mixed-Race College Students and Racialized Bullying by Joanna Lillian Thompson (2018), The Journal of Philosophy**

The first research focuses on the students of University of Illinois at Chicago who identify as mixed-race by exploring their experienced with peer victimization of racial based bullying and harassment to better understand how the students by examining the reactions and interpretations of perceived bullying victimization using mixed-method of quantitative and qualitative type of research centred on narrative methodology. The theory used in this study is Critical Race Theory where the framework helps in explaining a wide range of inequality concerning people of colour especially those who identify as mixed-race and examines the relationship between invisible and visible power and domination in the construction of social roles. Narrative

analysis with semi-structured interviews is used in this study which pays attention to the content of the experiences and how its constructed and organized. This study is conducted by interviewing 12 mixed-race students on their experienced with racial based bullying. The result of this study shows 38% out of the total respondents of 414 is biracial or mixed race. From the 38% of the biracial respondents, 17% had experienced racial based bullying. As for the 12 students interviewed, 5 of them had experienced racialized bullying and harassment since being a student at the University of Illinois. After several interviews and survey, the students voiced the need for multiracial spaces in school grounds to help serve as a safe place they could navigate and develop their racial or ethnic identities. It is also pointed out how the intersection of mixed race identity and bullying is significant to one another as these cases keep growing in numbers. Furthermore, this research emphasizes on the creation of safe spaces for mixed race students and policy which serves as a protection law that aims to provide transparency around campus crime policy and statistics particularly crime in act of aggression such as racialized bullying. The research is referred because there are quite some similarities in topic and participants acquired which discusses about the dynamics of biracial individuals and their experience in racialized bullying.

b. **Conflicted: How Black Women Negotiate Their Responses to Racial Microaggressions at a Historically White Institutions by Angel M. Jones (2021), The Journal of Race Ethnicity and Education**

The second research focuses on Black women in response to racial microaggressions they faced in a historically White institution. The theory used in this study is Critical Race theory which embodied the understanding of the role of racism that plays within the experiences of people of colour that face challenges of all forms of oppression. This research then utilized a methodology called counter storytelling which is a major component of the Critical Race Theory. This method aims to tell the stories of those people whose experiences are not often told which can also be used as a tool for exposing, analyzing, and challenging the majority groups of racial privilege. Counter storytelling in this research aims to show the commonalities that exist between the ways Black women experience racial aggressions. Next, this method aims to show the similarities in the stories of the experiences faced by Black women. The data analysis process in this study utilized Braun & Clarke's six phase thematic analysis to systematically identifying, organizing, and offering insight into patterns of meanings or themes where researcher then make sense of collective or shared meanings and experiences. The result of the study showed how the research subjects' responses towards racialized aggressions were preceded by an internal conflict that lead to question the racial implications of the experiences they were facing. It is then found how the subjects often do this to

minimize the negative emotional and psychological effects of the experiences. Not only that, the study also shows how the participants believed that diversity training with culturally competent counselors is needed to help minimizing the frequency of racialized aggressions on campus and to motivate victims of aggressive behaviours to speak up in the moment.

c. **Mitigating Racial Microaggressions on Campus: Documenting Targets' Responses by Sara Houshmand etc. (2021), The Journal of Psychology**

This third research focuses on examining the responses to racial microaggressions among undergraduate Black, Indigenous, and People of Colour (BIPOC) at Canadian university. This research uses the consensual qualitative research with seven focus groups of BIPOC which is considered to be an effective instrument to generate meaning surrounding the phenomenon of racialized microaggressions. The method of consensual qualitative research employs both post-positivism and constructivism orientation that emphasizes on the participants' voices. The data analysis of this research used eight steps of the CQR method using consensus and auditors to analyze the data on hand. The result of this study shows that BIPOC expressed four strategic responses in facing racialized microaggressions which consist of using humour to mitigate tension, seeking community and solidarity for support, avoiding or withdrawing for protection and confronting perpetrators as

well as challenging stereotypes. The study then further demonstrated how there's a dialectic tension between avoiding and confronting racialized microaggressions and showing how important social support is for BIPOC students.

d. **The Bullying Word: Exploring how Students, Parents, Teachers, and Principles Interpret 'Bullying' by Keith Alcock (2020), The Journal of Education**

This fourth research focuses on exploring how students, teachers, parents, and administrators understand the word bullying and how they arrived at their conceptualization. This research employs the qualitative methodology of case study where the researcher interviewed students at Ontario elementary schools. Next, the data analysis used in this study is with conducting inductive and deductive examination via etic coding and analysis. The case study of this research took the process of interviewing, coding, and categorizing to a larger and more comparative scale. The findings from this study reveals that the notion bullying has notable commonalities but not yet documented in a collective discourse. Moreover, the findings of this research implicates that the understanding that there must be recognition and awareness to the notion of bullying term phenomenon. Next, Ontario policymakers need to come together and reflect upon how they use the term 'bullying' in the language of inclusivity in school environments. Lastly, situating

educational staff as trusted individuals in helping how the schools should handle the phenomenon of bullying.

e.   **Interpretive Phenomenological Analysis of Student Perceptions of Bullying Based on Family, School, and Media Influences by Decina H. Rodriguez (2016), The Journal of Education**

The last research focuses on examining how students make sense of multiple messages from bullying which uses Ecological Systems theory by considering a number of influences individuals face through systems and their interactions with their surroundings. This research employs the Interpretive Phenomenological Analysis (IPA) by conducting semi-structured interviews with 8-10 year old students and observing students' drawings and elaborations from draw-and-write-technique . The data obtained from the interviews and the draw and write technique then analyzed through coding according to the IPA guidelines. The findings indicated that students often mistake conflicts for bullying and receive inconsistent guidance on how to address bullying situations. This leads to confusion about the most appropriate response, as students face conflicting advice from school and home, along with the fear of causing disappointment or getting into trouble if they don't adhere to one set of suggestions over the other. The media's impact on children's understanding of bullying was found to be minimal.

From the previous studies above, there are similarities with this research in terms on the context of racialized bullying experienced by biracial or mixed race individuals. However, the studies above mainly focuses on the prevention or awareness towards the aggressive behaviour such as bullying instead of the comprehensive meaning-making of bullying phenomenon. In addition, the study above also focuses on individuals living in the U.S. area. On contrast, this research will focus more on Indonesian biracial or mixed raced adolescents that live abroad by examining their experiences in the act of racial aggression to understand the meaning of racial based bullying messages. This research will use Coordinated Management of Meaning Theory to examine the phenomenon of racialized aggression experienced by biracial adolescents to understand the meaning of the racial based bullying messages behind it. This research will also use the concept of Symbolic Interactionism to see how the core principles of said concept which consist of meaning, language, and thinking can help in dissecting process of CMM. Symbolic interactionism is also use to see the dynamics of interactions of biracial adolescents with their surrounding before and after the racialized bullying happened to them.

1.5.3 Biracial Adolescent

Biracial adolescent are a group of individuals in their teenage years who have parents from two different racial backgrounds. William E. Cross (1991) described biracial adolescent as individuals who have complex internal sense of self and external social environment where they can navigate diverse

multiple cultural contexts which leads to fluidity and evolving sense of identity. They often encounter unique social dynamics to develop a strong sense of self where they usually predefined racial categories leading to social experiences that differ from those of monoracial peers (Root, 1996).

1.5.4 Racial-Based Bullying

Bullying is a complex social phenomenon that involves acts of aggression where there is power imbalance between the bully and the victim. According to a leading scholar in bullying research, Dan Olweus, bullying is an act of repetitive and intentional aggressive behaviours that can be physical, verbal, or relational depending on the situation on hand that oftentimes leads to psychological harm for the victim. In the context of this study, the bullying form focusing more on the racial-based type of bullying. Racial based bullying is a specific form of bullying that targets individuals based on their diverse racial or ethnic identity. Smith and Schneider (2009) describe racial based bullying as a repeated harmful actions directed towards an individual due to their diverse cultural backgrounds and identities. This type of bullying can be overt such as name-calling or covert such as social exclusion based on race (Smith and Schneider, 2009).

Racial-based bullying can be classified as a hate crime, and it is illegal to treat someone differently because of their race, religion, nationality, or culture. The organization Bullies Out has identified several examples of racial bullying, including:

a. Calling someone names, mocking, or humiliating them using racial slurs or offensive language

b. Mocking someone's religious practices or traditions

c. Receiving racially offensive messages or threats

d. Ridiculing someone's accent, clothing, or the food they eat.

e. Excluding someone based on their ethnicity

f. Damaging or defacing someone's property with racist symbols or offensive messages

g. Distributing racist leaflets or other written materials at school or work

h. Engaging in physical attacks, such as pushing or hitting

i. Making someone feel like they need to change their appearance

j. Making racist jokes about someone's skin colour, race, nationality, or culture.

1.5.5 Symbolic Interactionism

Communication can be highly nuanced depending on the situation on hand. In the context of this study, communication can be seen in the way biracial adolescents interpret messages from the phenomenon of racial-based bullying they experience in. The understanding of meaning-making arises from how individuals interpret the meanings for the objects, actions, and people around them through their symbolic interaction such as observing and communicating with others. According to George Herbert Mead, people's thoughts, sense of self, and the communities they belong to are shaped through communication and symbolic interaction. This theory highlights the

continuous use of language and gestures, expecting responses from others. Symbolic Interactionism is based on three fundamental principles that contribute to the development of an individual's identity and their socialization within society

1. **Meaning:** This principle emphasizes how humans assign meanings to people or things around them as the basis on how to act towards them. Hence, meaning-making is the construction of social reality for people to interpret their intentions as it comes with very real consequences.

2. **Language:** This principle emphasizes that meaning emerges from social interactions with others. The concept of symbolic naming stems from this idea, forming the foundation of human society where meaning is negotiated through language. In this way, symbolic interaction serves as a method for understanding and interpreting the world.

3. **Thinking:** This principle focuses on the process of adopting others' perspectives. In this context, thinking is described as an internal dialogue or 'minding.' People modify their interpretation of symbols based on their thought processes. Essentially, inner conversations or self-talk are used to test alternatives, rehearse actions, and predict responses before participating in a conversation

Emphasizing on the principle of meaning, symbolic interaction can be used to explore how biracial adolescents give meaning to the bullying messages they receive and interpret said messages to further shape their self-concept. This dynamics can also be seen as the communicative exchanges between the bullies and the victims.

1.5.6 Communication Management of Meaning Theory

Biracial adolescent oftentimes deals with the phenomenon of microaggressions in a social setting. Facing negative situations may be hard for biracial adolescent to cope with. Pearce and Cronen developed the Coordinated Management of Meaning (CMM) theory to explore how social interactions coordinate complex meanings and actions comprehensively (from Littlejohn, 2011: 124). In encountering communication situation, individuals tend to assign meaning to the situation, the behaviours, and messages of others on hand. Next, individuals then decide what kind of action to take in order to respond within the situation. To simplify, CMM works to understand the process of meaning and action in order to inform every communication situation to see how individuals coordinate actions with others based on the process of interactions. Meanings and actions are closely related to each other in the concept of CMM because meanings may have an effect on action vice versa. The relationship between meanings and actions is shaped by a series of contexts, serving as reference points that influence both meaning and action. Actions are interpreted within various contexts, such as the individual self, relationships, and the broader cultural environment

This study emphasizes on the relationship between biracial adolescents and their surroundings in the context of culture. The theory of coordinated management of meaning mainly focuses on how contexts frame interactions, assert meanings, and develop actions which are shaped by rules. Pearce and Cronen identified two kinds of rules (from Littlejohn, 2011: 125), namely:

a. **Constitutive Rules**: This rule can also be called as the rules of meaning where communication is used to interpret or understand a particular situation or messages. Constitutive rule then counts which messages or events is constituted by the rules of meaning,

b. **Regulative Rules**: This is essentially the rules of action where it determines how individuals respond or behave to a certain message or event. The context of a particular action shapes the rules that determine what is logical or appropriate in a given situation

CMM highlights how people can shift contexts, change meanings, and act in diverse ways, drawing on their history of interactions over time with others. With this in mind, people then can mesh their actions and meanings with others which bring them to coordinate with everyone within their surroundings. One of the core concept of the CMM theory is the coordination concept that aims to coordinate meaning in a hierarchical manner according to the levels that have been set. According to Em Griffin (2012), there are six levels to coordinate meaning, namely:

1. **Message Content**: This is the basic level to coordinate meaning where it involves the literal meaning of the words and symbols used in communication without any additional interpretation.

2. **Speech Act**: This level focuses on the intent behind the words spoken where it emphasizes on the speakers' motivation through their utterance like issuing a command or expressing an emotion. The meaning is taken from the action performed by the speech itself.

3. **Episode**: This level refers to the sequence of communication events or interactions that is linked to one another contextually. The concept of episode considers how previous interactions can help in shaping the understanding of current communication where it highlights on the patterns of interaction in a particular context.

4. **Relationship**: This level emphasizes on the impact of the relationship between communicators and the nature of their relationship dynamics that can influence how messages are interpreted. With understanding the dynamics between communicators, the meaning of the communication can be enhanced.

5. **Identity**: The level of identity mainly focuses on how individuals' self-concept affects their communication where it emphasizes on how personal and social identities influence the interpretation of meaning on a particular interaction.

6. **Culture**: This level encompasses the shared norms, values, and beliefs of a culture that can have an impact on how communication in understood. The idea of culture then reflects on the collective meanings that can be pulled from cultural contexts that can help in shaping communication practices and interpretations in all previous levels mentioned.

Coordination involves organizing a sustainable interpersonal actions in order to proceed in applying logical or appropriate ways to a given situation. Individuals have to make sense of the event they currently face to have a perfectly satisfactory coordination. In the context of an act of aggression such

bullying biracial adolescents face, negative consequences can be perceived. Orbe and Camara used CMM to understand the true nature of discrimination where individuals then create meaning based of their perceptions and experiences of the act of aggression depending on their in or out group status (from Littlejohn, 2011: 126 – 127).

1.5.7 Pearce & Cronen's LUUUUTT Model of Storytelling

To frame experience, the use of stories are essential to achieve coherence in a particular situation that works interdependently in creating contexts, establish meanings, and define actions. Through storytelling, both the logic of meaning and action is codified, allowing individuals to explore their own and others' social worlds. Pearce and Cronen describe communication as a two-sided process involving 'stories told' and 'stories lived.' 'Stories told' refer to the narratives we use to make sense of the world and our place in it, a process known as coherence. Coherence is the act of managing and making meaning through storytelling. On the other hand, 'stories lived' refer to the patterns of interaction we engage in as we strive to align our lives with others, coordinating our actions together.

Figure 2. 1 **CMM's LUUUUTT Model**

The stories we tell or hear are often more complex than they appear. To emphasize the practical application of CMM theory, the LUUUUTT model is used as an analytical tool, helping listeners explore alternative or additional interpretations. This model focuses on the tension between the stories we live and the stories we tell. LUUUUTT itself is an acronym that stands for the seven types of stories. In the first stage, Lived stories are told which essentially consist of the data of life experience of what we actually did or are doing. The second stage entails Unknown stories which consist of information that's missing from the experience. The third stage is the Untold stories which inhabit information that we choose not to say. The fourth stage is the Unheard stories where individuals say information that isn't heard or acknowledge. The fifth stage is the Untellable stories which stories that are too painful to say. The sixth stage is the Story Telling or the manner in which we communicate about a particular experience. The last stage is the Stories Told or what individuals say are doing. From these stages, we arrive to point where LUUUUTT model of storytelling is mainly to enlarge the awareness of how complex our social worlds are in order to hold frustrating situations and people more compassionately.

1.6 Concept Operationalization

Communication occurs between one person and the other within a variety of context, whether it's a positive or negative context. In the case of this research, racialized bullying become a negative context for biracial adolescent

to participate in. When racialized bullying occurs, there is an interaction and a meaning of communication created. The interaction and meaning of communication that is created vary depending on how the victim of said situation responds to. Each meaning in the interaction will eventually effect the action that is formed. This concept is in accordance to the theory and model of storytelling used named Coordination Management of Meaning Theory and LUUUUTT Model of Storytelling where we can understand social interactions in which there is a discussion of coordinated actions and meanings of a particular process of communication. The meaning of communication will then be coordinated according to the predetermined levels such as the content of the messages, speech acts, episodes, relationships dynamics, identity, and cultural patterns created from the experience of racialized bullying experienced by biracial adolescents. Based on the explanation above, this research will focus on:

1. **Racial-Based Bullying**

   This aspect will be judged from the forms and examples of racialized bullying behaviours experienced by biracial adolescents which consist of:

   a. Calling someone names, mocking, or humiliating them using racial slurs or offensive language

   b. Mocking someone's religious practices or traditions

   c. Receiving racially offensive messages or threats

   d. Ridiculing someone's accent, clothing, or the food they eat.

   e. Excluding someone based on their ethnicity

f.   Damaging or defacing someone's property with racist symbols or offensive messages

g.   Distributing racist leaflets or other written materials at school or work

h.   Engaging in physical attacks, such as pushing or hitting

i.   Making someone feel like they need to change their appearance

j.   Making racist jokes about someone's skin colour, race, nationality, or culture.

2.   Coordination of Racial-Based Bullying Messages

Some aspects that will be studies, referring to Pearce and Cronen's LUUUUTT Model of Storytelling and Coordination Management of Meaning Theory, include:

a.   Lived Stories Stage

This stage entails the actual experiences of biracial adolescents who have been subjected to racial-based bullying which involves examining the direct experienced of bullying, including the context and the effects on the individuals' identity and well-being. This stage will mainly focus on understanding lived stories that allows the researcher to see how biracial adolescents experienced and internalize bullying.

b.   Unknown Stories Stage

This stage explore the biracial adolescents' experience that are not known or recognized, either by themselves or others. This stage will identify unknown stories to help in uncovering deeper issues that

might be influencing the bullying process which biracial adolescent may not be fully aware of.

c. Untold Stories Stage

This stage examines the aspects of biracial adolescents' experience that they choose not to share, possibly due to fear, embarrassment, or any other reasons by understanding untold stories that can provide insights into the internal struggles and the reasons why certain narratives remain hidden.

d. Unheard Stories Stage

This stage entails the stories that biracial adolescent has shared but that have not been fully listened to or acknowledged by others such as parents, teachers, or peers which involved cases where biracial adolescents reports bullying but feels their concerns are not taken seriously. This stage highlights the gaps in support and the importance of acknowledging and validating the experiences of those who report bullying.

e. Untellable Stories Stage

This stage will look at the stories that are so painful or traumatic that can't be told to understand the depth of the trauma and the barriers to communication that these experiences create. In the context of racial-based bullying, biracial adolescent might find it too difficult to articulate certain aspects of their experience.

f. Story Telling Stage

This stage refers to the act of telling stories, including how the biracial adolescent recounts their experiences of racialized bullying and how their story can influence how it is received and understood by others. Analyzing the storytelling process helps in understanding how the biracial adolescent constructs meaning from their experienced and how these stories evolve over time.

g. Stories Told Stage

This stage explores the stories that have been shared with others to shape the public narrative of the bullying experience. In the context of biracial adolescent, the researcher will see at the stories shared with a counsellor, friends, or family members. Stories told is essential for understanding the external narrative and how the biracial adolescents' experience is framed by those they communicate with.

When applied to racial-based bullying messages directed at biracial adolescents, the LUUUUTT model provides a comprehensive framework to understand not just the content of the bullying but also how these experiences are interpreted, internalized, and communicated by the victims. By applying this model, the researcher aims to better grasp the nuanced ways in which biracial adolescents process and react to bullying, ultimately leading to more effective interventions and support mechanisms.

1.7 Research Method

1.7.1 Research Design

This study employs an interpretative phenomenological method of research. According to Denzin and Lincoln, qualitative research is used to locate the observer in the world in a situated activity. It employs a set of interpretive perspectives and practical methods to make sense of the world by interpreting phenomena based on the meanings individuals assign to them (from Sarantakos, 2013: 37). Qualitative research studies things in their natural environments to portray the constructed realities between research subjects and their interactions with others

The core idea of interpretive phenomenological research is to describe the shared meanings multiple individuals attribute to their lived experiences of a particular concept or phenomenon. Heidegger (1962) describe interpretative phenomenology with the term *lifeworld* or a term which expresses that individuals' realities are inevitably shaped by the world they inhabit. With this in mind, the method of research further explain how humans cannot abstract themselves from the world and that individuals' narratives told can imply about what they experience every day. The phenomenological inquiry approach to research aims to collect data from research subjects who have experienced the phenomenon and develops a composite description of the experiences told by the research subjects. The description of the phenomenon usually consists of what and how the participants experienced it (Moustakas, 1994). Interpretive phenomenological research seeks to understand how individuals make sense of their experiences through an in-depth examination of specific cases within

relevant phenomena (Smith et al., 2009). This suggests that interpretation is always influenced by the perspectives of both the researcher and the participant (Geanellos, 2000). In essence, this method seeks to understand how research subjects make sense of their experiences(Smith et al., 2009).

The essence of this approach is how the researcher explore a particular phenomenon where a group of individuals experienced it in order to be processed and interpreted which in this case a group of biracial adolescents who experienced act of aggression such as bullying. Therefore, the researcher aims to obtain in-depth information by asking research subjects about their experiences regarding their experiences in facing racial based bullying and how they process the messages received from said experience.

1.7.2 Research Subject

The research subjects for this study are biracial adolescents with an age range of 12 to 19 years old. This study will involve 4 informants of biracial adolescents between Indonesia and Korea, Indonesia and New Zealand & Dutch, Indonesia and India, and lastly, Indonesia and Nigeria who have experienced or are currently experiencing racial-based bullying.

1.7.3 Data Types

Findings from in-depth interviews with each informant provided qualitative data type used in this study. A transcript or written notes are then provided that contain the informant's words, gestures, and body languages from the interview.

1.7.4 Data Sources

a. **Primary Data**

Initial primary data are derived from in-depth interviews with participants who meet specific researcher-established criteria which in this case the narrative told by biracial adolescents regarding their experiences in facing racial based bullying and how they process the messages received from said experience.

b. **Secondary Data**

Supplementary information gleaned from the primary informant's in-depth interviews is referred to as secondary data. These extra details can be found in literature reviews published in journals, media reports, or related studies.

1.7.5 Data Collection Technique

This research will employ in-depth semi-structured interviews, the most common and primary data collection method in interpretive phenomenological analysis (Larkin & Thompson, 2011). Pietkiewicz and Smith (2014) argue that this approach allows researchers to engage in real-time, in-depth conversations with participants, fostering rapport and encouraging meaningful reflection and sharing (Rubel & Okech, 2017). Interviews are social interactions centered on conversations between individuals (Rubin & Rubin, 2012)

Brinkmann and Kvale (2015) described interview as the construction of knowledge established by the interaction between the interviewer and their

subjects. Interviews are pivotal in qualitative research as they facilitate the exploration of subjects' perspectives, uncovering the meanings behind their experiences and revealing their lived realities (Brinkman & Klave, 2015). Therefore, the researcher will conduct an in-depth interview with research subjects that is biracial adolescent between Indonesia and Korea, Indonesia and Australia, Indonesia and France, and lastly, Indonesia and New Zealand. In-depth interview is done to know the point of view of the subjects regarding their experiences in facing racial based bullying and how they process the messages received from their experience.

1.7.6 Data Analysis and Interpretation

Interpretative Phenomenological Analysis (IPA) highlights the same analytic focus in which research is analyzed. By focusing on patterns in participants' experiences, the meanings behind those experiences, and interpreting them within social and theoretical contexts (Larkin & Thompson, 2011), IPA analysis operates on two main levels, according to Finlay (2011), namely:

a. **First-order Analysis**: The first phase aims to develop a descriptive account of phenomena through the participants' perspectives, focusing on their experiences of specific events, relationships, and values. Researchers may note exploratory comments, highlighting emotional expressions or notable linguistic patterns.

b. **Second-order Analysis**: The second phase moves from description to interpretation, examining the meanings participants assign to their

experiences. At this stage, researchers consider these descriptions within broader societal, cultural, and theoretical contexts, attempting to understand how research subjects make sense of their experiences

From these phases, Finlay (2011) then synthesized common strategies and steps in conducting interpretative phenomenological analysis as below:

a. Researcher immerse themselves in the original data by reading, rereading, and exploring semantic content.

b. Focus on transcript and analysis of notes to identify emerging themes.

c. Abstracting and integrating those themes in search for connections between one themes to the others.

d. Each theme is bracketed, and the researcher remains open-minded to the uniqueness of each new case as it emerges.

e. Patterns are identified across cases that share common qualities, while noting any unique or unusual instances.

f. The analysis is deepened by using metaphors and temporal references, and theories are applied as lenses to interpret the data.

1.7.7 Data Quality (Goodness Criteria)

Validity holds significant importance in qualitative research as it ensures data integrity by preventing issues like variable manipulation (LeCompte and Goetz, 1982). According to Blumer (1979), validity can be tested through empirical investigation. In qualitative research, exist four methods in examining data quality (Sarantakos, 2013:102) that can be found below:

1. **Cumulative Validation**: This method is carried out by comparing various findings to other studies in order to make judgement about the validity of the current study.

2. **Communicative Validation**: This method employs the involvement between researcher and the participants by checking the accuracy of the data on hand, evaluation alongside the project, and change of goals by conducting external audits and triangulation.

3. **Argumentative Validation**: This method emphasize on the presentation of the findings where the conclusions can be followed and tested.

4. **Ecological Validation**: This method aligns with the natural environment of the subjects by taking consideration of their conditions.